

TO STUDY THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON WOMEN EXECUTIVES IN PRIVATE SECTOR ENTERPRISES

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ABSTRACT

Emotional intelligence gives a person the competitive edge. Even in certain renowned business establishments, where everyone is trained to be smart, the most valued and productive managers are those who have strong traits of emotional intelligence. Being endowed with great intellectual abilities one may become brilliant fiscal analyst or a legal scholar, but a highly developed emotional intelligence will make a successful bureaucrat. The influence of emotional intelligence on women executives has been assessed in current paper by using One –Way Analysis of Variance (ANOVA) to ascertain the significant relationship between the organizational and personal variables of employees and emotional intelligence factors. Emotional intelligence in this study is self-awareness, self regulating, self motivation, social awareness and social skill. Emotional intelligence is considered as dependent variables and demographic and organizational variables are considered as independent factors, the influence of independent variables on dependent factors is measured through one – way analysis. Age of women executives influence for factor self – regulation and self – motivation, Education found to have influence over self – regulation and social awareness, designation has positive effect on self – awareness, self – regulation, self – motivation and social skills, income influence on social awareness and social skills, experience of women executives influence on self – regulation and social skills.

KEYWORDS: Emotional Intelligence, Self – Awareness, Self – Regulation, Self – Motivation, Social Awareness, Social Skills and Demographic Variables

INTRODUCTION

Emotions appear to have evolved across mankind to signal and respond to the interaction between individuals and the environment. All human have basic emotional needs. These needs can be expressed as feelings, for example the need to feel accepted, respected and considered important. While all humans share these needs, each differs in the strength of the need. Similarly one person may need more freedom and independence another may need more security and social connection; one may have a greater need for understanding, while another in content to accept whatever has been told.

Nature developed our emotions over millions of year of evolution. As a result our emotions have the potential to serve as a delicate and sophisticated internal guidance system. It is considered very importance in over lives as it serves the following human functions such as survival, decision making, boundary setting, communication and unity within our species. One contemporary view of theorist is that emotions convey information about relationship and also suggest that emotions and intelligence work hand in hand. Emotions' reflect relationship between a person and a friend, a family, the situation a society, or more internally between a person and a reflection or memory. They influence thoughts and

actions, overtly and latently at either superficial or subtler levels of behaviors.

Emotions are considered as organized responses that cross the boundaries of many psychological subsystems, including the physiological, cognitive, motivational and experiential system (Salovey & Mayor, 1990). Every major faced by humanity involve emotions. Especially in this competitive world, it is seen that only people who are aware of emotions, which can manage and regulate their emotions and can motivate themselves are the one who succeed in life.

The extent to which our emotions get in the way, or enhance our abilities to think and plan, to pursue training for a distant goal, to solve problem and the like; defines the limit of our capacities to use our innate mental abilities and so determines how we do in life. The degree to which we are motivated by a feeling of enthusiasm and pleasure in what we do, and even an optimal degree of anxiety, might determine accomplishment, is displayed by emotional influence. It is in this sense that emotional intelligence is master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them. The abilities that comprise emotional intelligence are global and are consistent across disparate populations. These are necessary for people who decide to succeed in life, be it the job, home or social circles. It pervades into one's personality and helps steer life towards success.

MODELS OF EMOTIONAL INTELLIGENCE

There are several models put forth in attempts to fully define and describe Emotional Intelligence. Currently, there are three main models. a. The Ability EI Model, b. The Trait EI Model, c. The Mixed Model.

- **Ability Model of Emotional Intelligence**

Mental ability model of emotional intelligence was found on predications about the internal structure of intelligence and also its implications towards individual disposition. The theory predicted that emotional intelligence is in fact intelligence like other intelligence like other intelligences which met with three empirical criteria. First, mental problems have right or wrong answers, as assessed by the convergence of alternative scoring methods, second the measured skills correlate with other measures of mental ability (because mental abilities tend to intercorrelate) as well as with self reported empathy. Third, the absolute ability level rises with age and experience.

- **Trait Model of Emotional Intelligence**

The most recent model of emotional intelligence was published in 2009 by Petrides and colleagues. This model marks a break from the idea that emotional intelligence is ability –based. Instead, it proposes that people have, as part of their personalities, a number of emotional self-perceptions and emotional traits. These traits aren't measured in the scientific sense, but are instead measured by the respondent's self-report.

- **Mixed Model of Emotional Intelligence**

Mixed model of emotional intelligence held a divergent view from mental ability models. They freely described personality characteristics that conveyed such intelligence. Thus emotional intelligence was said to distinguish those, who were genuine and warm, from those appearing obvious and boorish. Emotionally intelligence individuals were also said to generate a large number of future plans and take advantage of future opportunities, were persistent at challenging task, and positive exhibited attitude towards outcomes and greater reward for themselves and others.

Bar – On reviewed the psychological literature for personality characteristics that appeared related to life success and identifies five broad areas of functioning relevant to success. These include a) Intrapersonal Skills, b) Interpersonal Skills c) Adaptability d) Stress Management and e) General Mood. Goleman created a model that was mixed and characterized by five broad areas that include a) Knowing one's emotions [Self –Awareness] b) Managing Emotions [Self – Regulation] c) Motivating oneself [Self – Motivation] d) Recognizing emotions in others [Social Awareness] e) Handling Relationships [Social Skills]. His list of specific attributes under self – awareness for example include, recognizing a feeling as it happens, monitoring feelings from moment to moment.

REVIEW OF LITERATURE

Goleman(1995), describe emotional intelligence as different type of knowledge. It is the ability to motivate oneself and persists in the face of frustrations: to control impulse and delay gratifications: to regulate one's mood and to empathize with and relate with others. Emotional intelligence is a different way of being smart: It includes knowing what your feelings are and using your feelings to make good decisions in life. It is being to manage distressing moods well and control impulses. It is being motivated and remaining hopeful and optimistic, when you have setbacks in working towards goals. It is empathy: knowing what the people around you are feeling and it is getting along well with other people, managing emotions in relationship, and being able to persuade or lead others.

Lanser E. G (2000), found that self – awareness of emotions enables team members to practice self- regulation, which is the ability to use emotions to facilitate the progress of the task or the project, Being able to regulate emotions especially during conflict, pressure, stress and deadliness facilitates the smooth progress of the project of the project and promotes positive effective working relationship with other team members and clients.

Lenaghan, Buda and Eisner (2007), in their study supported the findings that possession of emotional intelligence will act as a protector variable of one's well-being in the fact of work – family conflict. The results revealed that higher emotional intelligence positively influenced well – being. Specifically, those individuals in the study who had high emotional intelligence with low work – family conflict reported the highest well – being while those with low emotional intelligence and high work – family conflict reported the lowest well – being. A total of 205 people participated in this study. The sample was drawn from a large university representing a large variety of jobs including unionized trade workers to executive managers.

Nicholas Clarke (2009), the study suggested that project managers are consistently subject to emotional generating situation during project management. Emotional awareness plays a part in determining how they potentially respond to emotional information generated. Emotional awareness was found to be significant in underpinning decisions and behaviors that were likely to affect the subsequent pattern of inter-personal relationship in project.

Hassan Jorfi, et.al. (2010), suggested that managers should have a positive self-regard in order to be self motivated and have a stable self, to be motivated to learn and communicate effectively with employees. When manager have high regards for themselves they will be high achievers. It is imported for managers to be stable and have all the positive traits. Everybody should play a key role in increasing positive self-regard and encourage motivation to learn among employees and developing the effectively communication in organization.

OBJECTIVES OF THE STUDY

- To identify the factors influencing emotional intelligence of women executives in the study domain.
- To analyze the influence of organizational details of women executives on their factors of emotional intelligence.

HYPOTHESIS OF THE STUDY

- There is no significant influence of organization variables of women executives on their emotional intelligence level.

RESEARCH METHODOLOGY

The study is conducted using both analytical and descriptive type of methodology. The study primarily depends on primary and secondary data. Chennai is referred to as a crucial metropolitan city which was entered the economic arena due to industrialization. The private sector which offers high level of pay has raised the economic status of young and educated professionals. Chennai, the cosmopolitan city, truly represents employees belonging to various strata of the society. So the researcher considers only the women executives working in banking and financial service, insurance, telecommunication, and IT sector. The primary data has been collected through survey method. Survey has been conducted using well formulated questionnaire. Multi Stage Proportionate Random Sampling is applied for generating data. Samples for the purpose of this study have been systematic. Totally 600 Questionnaires were distributed over 22 Private Banks, 7 Insurance Company, 40 Telecom Companies and 174 IT Companies in a proportionate manner. Totally the researcher received 538 filled in questionnaire after scrutiny 33 of them is found flaws. So the exact sample size of the research is 505. One –Way Analysis of Variance (ANOVA) to ascertain the significant relationship between the organizational and personal variables of employees and emotional intelligence factors.

DATA ANALYSIS

Influence of Demographic Variables on Factors of Emotional Intelligence

The 5 important factors of Emotional Intelligence are considered as dependent variables and demographic and organizational variables are considered as independent factors, the influence of independent variable on dependent factors are measured through one-way analysis of variance are presented below.

Influence of Age on Factors of Emotional Intelligence

The perceptual difference of employees in the four different age groups over 5 factors are measured and presented in the table below.

Age ANOVA

Table 1

Factors	Source	Sum of Squares	Df	Mean Square	F	Sig.
Self regulation	Between Groups	2.305	3	.768	2.414	.046
	Within Groups	159.457	501	.318		
	Total	161.762	504			
Self motivation	Between Groups	2.052	3	.684	2.073	.003
	Within Groups	165.240	501	.330		
	Total	167.292	504			
	Total	154.357	504			

Descriptives

Table 2

Factors	Age Group	Mean	Std. Deviation	Std. Error
Self regulation	Less than 25	3.8650	.47828	.02966
	25 - 35	3.7264	.62051	.04232
	36 - 45	3.8312	.81225	.15350
	Above 45	3.9091	.00000	.00000
	Total	3.8043	.56653	.02521
Self motivation	Less than 25	4.0487	.50829	.03152
	25 - 35	3.9168	.64020	.04366
	36 - 45	4.0000	.62708	.11851
	Above 45	4.0000	.00000	.00000
	Total	3.9897	.57613	.02564

From the above table it is found that self – regulation ($F = 2.414$, $P = .046$), self – motivation ($F = 2.073$, $P = .003$) are statistically significant at 5% level. Therefore it can be concluded that age of executives found to have influence over self regulation and self – motivation. The mean – wise analysis indicate that executives in the age group above 45 (Mean = 3.9091) strongly agree for the factor self regulation. Self regulated executives have the ability to regulate their emotions, especially during conflict, pressure, stress and they facilitate the smooth function of the organization and promote positive effective working relationship. It is further found that the executives in the age group less than 25 (Mean = 4.0487) strongly agree for self – motivation. It implies that self – motivated executives are committed and have high achievement drive to meet the objectives.

Influence of Education on Factors of Emotional Intelligence

The perceptual difference of employees in three levels of qualification over 5 factors are measured and presented in the table below.

Education

Table 3: ANOVA

Factor	Source	Sum of Squares	Df	Mean Square	F	Sig.
Self regulation	Between Groups	1.394	2	.697	2.182	.005
	Within Groups	160.369	502	.319		
	Total	161.762	504			
Social awareness	Between Groups	.348	2	.174	3.609	.004
	Within Groups	143.343	502	.286		
	Total	143.691	504			

Descriptives

Table 4

Factors	Qualification	Mean	Std. Deviation	Std. Error
Self regulation	UG	3.8601	.49826	.03693
	PG	3.8073	.54758	.04037

Table 4: Contd.,				
	Professional	3.7273	.66246	.05619
	Total	3.8043	.56653	.02521
Social awareness	UG	3.9695	.49223	.03649
	PG	3.9559	.54371	.04008
	Professional	4.0200	.57350	.04864
	Total	3.9784	.53395	.02376

From the above table it is found that self – regulation ($F= 2.182$, $P= .005$), social awareness ($F= 3.609$, $P = .004$) are statistically significant at 5% level. Therefore it can be concluded that education of the executives found to have influence over self regulation and social awareness. The mean wise analysis indicate that executives those who are undergraduate

(Mean = 3.8601) strongly agree for the factor self regulation. It implies that executives those who are undergraduate are more willing to work in global world and trap opportunities and unflappable even under adverse circumstances. It is further found that the executives those who have completed professional courses (Mean = 4.0200) strongly agree for social awareness. Women executives those who have completed professional course have better capacity of understanding others and leveraging the diverse situation.

Influence of Designation on Factors of Emotional Intelligence

The perceptual difference of employees in three levels of designation over 5 factors are measured and presented in the table below.

Designation

Table 5: ANOVA

Factor	Source	Sum of Squares	Df	Mean Square	F	Sig.
Self awareness	Between Groups	2.033	2	1.016	3.006	.040
	Within Groups	169.741	502	.338		
	Total	171.773	504			
Self regulation	Between Groups	1.584	2	.792	2.483	.045
	Within Groups	160.178	502	.319		
	Total	161.762	504			
Self motivation	Between Groups	1.790	2	.895	2.714	.037
	Within Groups	165.502	502	.330		
	Total	167.292	504			
Social skills	Between Groups	5.448	2	2.724	9.183	.000
	Within Groups	148.909	502	.297		
	Total	154.357	504			

Descriptives

Table 6

Factor	Designation of Executives	Mean	Std. Deviation	Std. Error
Self awareness	Top level	3.8437	.64316	.03458
	Middle level	3.9780	.41627	.03322
	Junior level	4.0909	.00000	.00000
	Total	3.8864	.58380	.02598

Table 6: Contd.,				
Self regulation	Top Level	3.7727	.61682	.03316
	Middle Level	3.8668	.43055	.03436
	Junior Level	4.3636	.00000	.00000
	Total	3.8043	.56653	.02521
Self motivation	Top Level	3.9509	.61447	.03303
	Middle Level	4.0708	.47528	.03793
	Junior Level	4.3333	.00000	.00000
	Total	3.9897	.57613	.02564
Social awareness	Top Level	3.9557	.56835	.03055
	Middle Level	4.0297	.45035	.03594
	Junior Level	3.8889	.00000	.00000
	Total	3.9784	.53395	.02376

From the above table it is found that self awareness ($F = 3.006$, $P = .040$), self - regulation ($F = 2.483$, $P = .045$), self – motivation ($F = 2.714$, $P = .037$) and social skills ($F = 9.183$, $P = .000$) are statistically significant at 5% level. Therefore it can be concluded that designation of the executives found to have influence over self awareness, self regulation, self motivation and social awareness. The mean wise analysis indicate that executives those who are placed in junior level and strongly agree for self awareness (Mean = 4.0909), self – regulation (Mean=4.3636) and self – motivation (Mean=4.3333). Junior level executives interact effectively and appreciate emotions in others. They learn to trust their ‘gut-feelings’ and realize that this feeling can provide useful information about difficult decisions. It is further found that the executives working in middle level (Mean = 4.0297) strongly agree for social awareness.

Influence of Income on Factors of Emotional Intelligence

The perceptual difference of executives in three income group over 5 factors are measured and presented in the table below.

Income

Table 7: ANOVA

Factor	Source	Sum of Squares	Df	Mean Square	F	Sig.
Social awareness	Between Groups	.415	2	.208	2.727	.004
	Within Groups	143.276	502	.285		
	Total	143.691	504			
Social skills	Between Groups	1.589	2	.794	2.610	.045
	Within Groups	152.768	502	.304		
	Total	154.357	504			

Descriptives

Table 8

Factor	Income	Mean	Std. Deviation	Std. Error
Social awareness	< 3 lakh	3.9722	.52236	.05446
	3 – 5 lakh	3.9526	.53999	.03508
	Above 5 lakh	4.0164	.53255	.04014
	Total	3.9784	.53395	.02376
Social skills	< 3 lakh	4.0326	.54906	.05724
	3 – 5 lakh	3.9504	.58340	.03790
	Above 5 lakh	4.0732	.50716	.03823
	Total	4.0082	.55341	.02463

From the above table it is found that social awareness ($F=2.727$, $P = .004$) and social skills ($F= 2.610$, $P = .045$) are statistically significant at 5 % level. Therefore it can be concluded that income of the executives found to have influence over social awareness and social skills. The mean wise analysis indicate that executives whose income is above 5 lakh (Mean = 4.0164 & 4.0732) strongly agree for the factor social awareness and social skills respectively.

Influence of Experience on Factors of Emotional Intelligence

The perceptual difference of executives in three income group over 5 factors are measured and presented in the table below.

Experience

Table 9: ANOVA

Factor	Source	Sum of Squares	Df	Mean Square	F	Sig.
Self regulation	Between Groups	1.382	2	.691	2.162	.006
	Within Groups	160.381	502	.319		
	Total	161.762	504			
Social skills	Between Groups	.356	2	.178	3.580	.001
	Within Groups	154.001	502	.307		
	Total	154.357	504			

Descriptives

Table 10

Factor	Experience	Mean	Std. Deviation	Std. Error
Self regulation	Less than 10 years	3.8659	.52710	.04408
	10 – 20 years	3.8164	.42858	.02993
	Above 20 years	3.7325	.73143	.05837
	Total	3.8043	.56653	.02521
Social skills	Less than 10 years	4.0166	.47777	.03995
	10 – 20 years	4.0317	.44752	.03126
	Above 20 years	3.9697	.71938	.05741
	Total	4.0082	.55341	.02463

From the above table it is found that social awareness ($F = 2.162$, $P = .006$) and Social skills ($F = 3.580$, $P = .001$) are statistically significant at 5% level. Therefore it can be concluded that experience of the executives found to have influence over self – regulation. The mean wise analysis indicate that executives those who have experience less than 10 years (Mean = 3.8659) strongly agree for the factor self – regulation. It is further found that the executives with 10 -20 years (Mean = 4.0317) strongly agree for social skills.

FINDINGS

- Age has an effect on the level of emotional intelligence, it is evident from the mean value of the different age groups, the level of emotional intelligence increases with age. Age groups above 45 years ($M= 3.9091$) of women executives strongly agree for the factor self – regulation and age group less than 25 years strongly agree for self – motivation.
- Education of women executives found to have influence over self – regulation and social awareness. Women executives those who are undergraduate ($M = 3.8601$) strongly agree for self regulation and women executives

with professional course strongly agree for social awareness.

- Designation has positive effect on emotional intelligence factors, self – awareness, self-regulation, self – motivation and social skills. Women executives placed in junior level (M=4.0909) strongly agree for self – awareness, self – regulation (M = 4.3636) and self – motivation and those who are working in middle level (M=4.0297) strongly agree for social awareness.
- Income of women executives influence on social awareness and social skills. Women executives with income of 5 lakh strongly agree with social awareness (M=4.0164) and social skills (4.0732).
- Experience of women executives influence on self – regulation and social skills. The mean wise analysis indicate that women executives with 10 years (M=3.8659) of experience strongly agree for self – regulation and experience with 10 – 20 years (M=4.0317) strongly agree for social skills.
- The hypothesis implied that there is significant influence of organization variables of women executives on their emotional intelligence level.

CONSLUSIONS AND SUGGESTIONS

This study was undertaken to understand the interplay of emotional intelligence of women executives in private sector enterprises in Chennai city. Organizations need highly performing individuals in order to meet business goals and to achieve competitive advantage. Also, reviewing the literatures showed that self-awareness, self- regulation, self – motivation, social awareness and social skill are the most important dimensions of emotional intelligence. For organizational endurance it is recommended to hire highly emotional intelligent executives. Women executives should distinguish between their intentions and feelings and pursue their dignified goals. Emotional intelligence can be increased through continuous training inputs, it helps employees to co-operate better and be more motivated, thereby increasing their innovative abilities. The myths like age, education, designation, income and experience should be done away from the minds of executives. If these points prevail in the minds of the executives, their thinking and decision will be biased which itself is very negative on the part of a successful women executives.

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